

Guidelines for the Administration of Screening Assessments: Biliteracy and Language Immersion Programs 2013 - 2014

The District's required screening assessments are administered to all students within the first four weeks of the new school year. The purpose of the screening assessments is to provide principals and teachers with the most current information possible on their students' literacy development, that is, the skills, knowledge, and understandings they have acquired in order to begin meaningful instruction within the first weeks of school. This initial assessment information can be used for several purposes:

- Finalize classroom placement
- Determine configurations for small group instruction
- Identify students' strengths and problem solving strategies in order to maximize instruction
- Identify students who may need immediate intervention
- Establish baseline information for progress monitoring

Since the primary purpose of the screening assessments is to inform instruction and target interventions, it is important that the information acquired be as accurate as possible. Thus, the language in which these assessments are administered requires thoughtful consideration within the context of biliteracy or language immersion programs.

Additionally both biliteracy and language immersion programs have the responsibility of progress monitoring in both English and the student's target language, in order to ensure that students are developing balanced, synchronized language proficiency and academic achievement that matches District goals and specific program goals.

The following information describes the guidelines for screening assessments within biliteracy and language immersion programs. Principals may decide with their staff to include additional administrations of the WRAP and DRA/EDL assessment as part of their school-wide monitoring system.

Attachment A provides an overview of the information.

BILITERACY

Kindergarten

Students entering kindergarten at the beginning of the school year are given the **WRAP in Spanish**, and administration of the on-demand writing assessment **in Spanish** is also highly recommended.

It is also important to document emerging literacy development in English. This may be accomplished by using initial CELDT scores and information from each of the subtests (listening, speaking, reading, writing) to establish a baseline, as well as through the body of evidence in both languages that is collected and analyzed for the Standards Based Report Card (SBRC) throughout the year.

BILITERACY

First Grade

Students entering first grade and continuing in a biliteracy program are administered the **WRAP in Spanish**. The ESTRELLITA assessment may also be used to provide additional information and verify solid development of students' phonological awareness. Additionally, continue to document literacy development in English:

First: Review and analyze Kinder end of year assessment data (any additional WRAP assessments, Estrellita, running records, Focused ELD, etc.)

Second: Use the analyzed information to **select components** of the **WRAP in English** that will provide information and build on the student's current instructional reading level in English.

It is highly recommended that the **On-Demand Writing** assessment be administered in both Spanish and English. If administered, the On-Demand Writing assessment should be scored with the **Written Expression Tool** (formerly known as the ELDPI) for English Learners.

Second Grade

Students entering second grade and continuing in a biliteracy program are administered the **EDL (Spanish version of the DRA)**. Additionally, continue to document literacy development in English:

First: Review and analyze First grade end of year assessment data (any additional WRAP assessments, Estrellita, running records, Focused ELD, etc.)

Second: Use the analyzed information to **select components** of the **WRAP in English*** that will provide information and build on the student's current instructional reading level in English. *(*The WRAP in English is recommended instead of the DRA so that students will not be reading the English version of the texts they may have just read in Spanish when given the EDL).*

It is highly recommended that the **On-Demand Writing** assessment be administered in both Spanish and English. If administered, the On-Demand Writing assessment should be scored with the **Written Expression Tool** (formerly known as the ELDPI) for English Learners.

Third – Fifth Grade

The goal of the district's biliteracy program is the development of academic proficiency in the student's primary language, simultaneous with the development of language and academic proficiencies in English.

Thus, assessing students in both Spanish and English is essential to monitoring academic progress and the development of biliterate skills. It is highly recommended that biliteracy teachers at 3-5 grade administer the DRA or running record with analysis and the On-Demand Writing assessment in both Spanish and English, as time permits. When administered, the On-Demand Writing assessment should be scored with the **Written Expression Tool** (formerly known as the ELDPI) for English Learners.

LANGUAGE IMMERSION

Kindergarten

Incoming Kindergarten students are assessed in their primary language since they have not yet received instruction in the target language. However, documentation of literacy and writing development in the target language should commence immediately and be maintained on an on-going basis across the school year, and compiled as a body of evidence for the Standards Based Report Card (SBRC).

First – Second Grade

Assessing students in both English and the target language of instruction is essential to monitoring academic progress and the development of biliterate skills.

First and second grade students are administered the screening assessments in the target language. Additionally, select components of the WRAP in English for first grade, and the DRA for second grade may be used to assess the student's current instructional reading level in English.

It is highly recommended that the **On-Demand Writing** assessment be administered in both Spanish and English.

Third – Fifth Grade

It is highly recommended that immersion teachers assess **third through fifth grade** students with the DRA or running record with analysis and the On-Demand Writing assessment in both English and the target language of instruction, as time permits.

*Note: In a Dual Language Immersion Program, the On-Demand Writing assessment should also be scored with the **Written Expression Tool** (formerly known as the ELDPI) for English Learners.*

LOGISTICS

Data Director has the capacity to accept scores for the English and Spanish versions of the WRAP and DRA (EDL). *Use the SDUSD Instructional Reading Levels Correlation Chart* to convert the student's WRAP or DRA level into the "Instructional Reading Level" (Fountas and Pinnell). After converting the score, put the "Instructional Reading Level" in Data Director for each student.

Please do not hesitate to contact the Office of Language Acquisition. Your questions and input are invaluable in clarifying and strengthening this assessment system for everyone.

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ATTACHMENT A

Guidelines for the Administration of Screening Assessments: Biliteracy and Language Immersion Programs

BILITERACY PROGRAMS			
	Screening Assessments	On-Demand Writing	Across the Year
K	WRAP in Spanish	Spanish	Emerging literacy and language development documented in both languages by compiling body of evidence for SBRC.
	NOTE: Initial CELDT scores for each subtest (listening, speaking, reading, writing) may be used to establish a baseline, identify student strengths, and inform grouping for ELD instruction.		
1st	WRAP in Spanish & Select Components of WRAP in English (determined by analysis of assessment data and student's instructional reading level)	Spanish and English	Literacy and language development documented in both languages by compiling body of evidence for SBRC.
2nd	EDL (Spanish version of DRA) & Select Components of WRAP in English (determined by analysis of assessment data and student's instructional reading level)	Spanish and English	Literacy and language development documented in both languages by compiling body of evidence for SBRC.
3rd – 5th	EDL (Spanish version of DRA) & Select Components of DRA or WRAP in English (determined by analysis of assessment data and student's instructional reading level)	Spanish and English	Literacy and language development documented in both languages by compiling body of evidence for SBRC.

LANGUAGE IMMERSION PROGRAMS			
	Screening Assessments	On-Demand Writing	Across the Year
K	Student's Primary Language	Student's Primary Language	Emerging literacy and language development documented in both languages by compiling body of evidence for SBRC.
1st	Immersion Target Language & Select Components of WRAP in English (determined by analysis of assessment data and student's instructional reading level)	Immersion Target Language & English	Literacy and language development documented in both languages by compiling body of evidence for SBRC.
2nd	Immersion Target Language & Select Components of DRA or WRAP in English (determined by analysis of assessment data and student's instructional reading level)	Immersion Target Language & English	Literacy and language development documented in both languages by compiling body of evidence for SBRC.
3-5	Immersion Target Language & Select Components of DRA or WRAP in English (determined by analysis of assessment data and student's instructional reading level)	Immersion Target Language & English	Literacy and language development documented in both languages by compiling body of evidence for SBRC.